DOCUMENT RESUME

ED 321 792 JC 900 378

TITLE	Vision '89: The Maricopa Community Colleges Journal of Teaching and Learning, Volume 1, Number 1, Fall 1989.
INSTITUTION	Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE	89
NOTE	29p.
PUB TYPE	Reports - General (140) -- Viewpoints (120)
JOURNAL CIT	Vision '89: The Maricopa Community Colleges Journal of Teaching and Learning; v1 n1 Fall 1989
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Athletes; College English; *Community Colleges; Educational Quality; Educational Trends; Futures (of Society); High Risk Students; Honors Curriculum; *Instructional Improvement; *Learning Strategies; School Holding Power; Student Attrition; *Teaching Methods; Two Year Colleges; Vocational Education; Weekend Programs; Writing Strategies

ABSTRACT

This journal is designed to provide a forum for faculty and staff in the Maricopa Community College District (MCCCD) to exchange information about effective teaching methods for practical application and intellectual stimulation. The journal publishes articles on teaching, learning, and classroom research including those describing programs, projects, and research activities at the community college level. Following introductory statements by the Chancellor and Vice-Chancellor of MCCCD, this first edition contains the following articles: (1) "Teaching and Learning: Will We Be Ready to Face the Future?" by Linda Rosenthal; (2) "Make It Clear--Make It Correct: A Four-Step Writing Process," by Alex Joncas; (3) "Linking Honors Programs and Occupational Programs," by Alex Backus; (4) "Circle, Triangle, Rectangle," by Jane Willey; (5) "Just Be Yourself," by Joan Price; (6) "Mental Marathon: The Weekend Class," by Pam Walter and Charlcey Brabec; (6) "Retention: What Can I Do?" by Aileen Ormiston; (7) "Organizing and Relating Concepts: A Teaching Tool to Facilitate Student Learning," by Karen Atwood; and (8) "A Team Effort: An Educational Support Program for Student Athletes," by Douglas Ferguson. In addition, four educators express their points of view regarding at-risk students and their needs. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FALL 1989
VOLUME 1
NO. 1

ED321792

MENTAL MARATHON

How The Weekend College Really Works

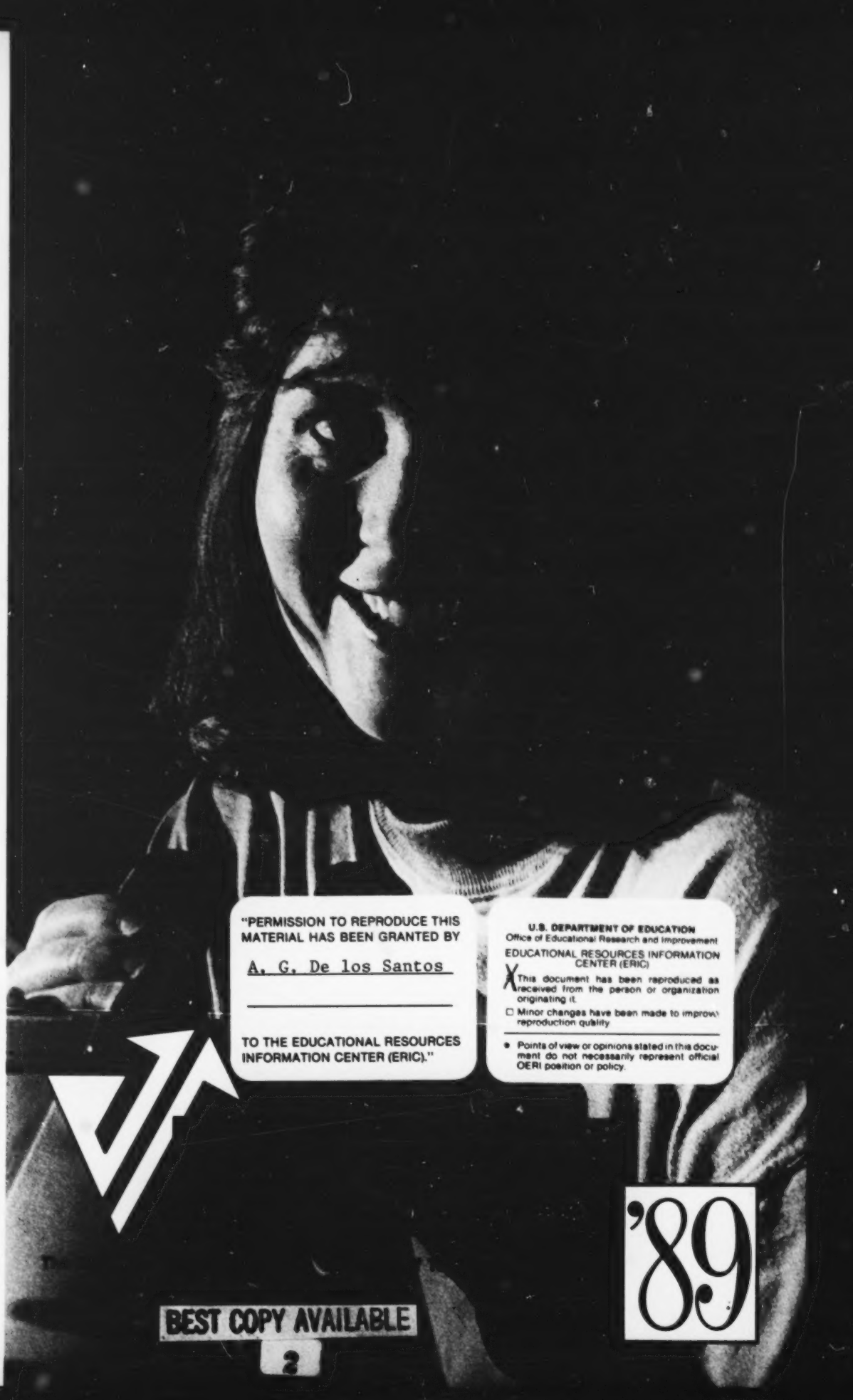
HONORS PROGRAM

Occupational Programs Have Honors Students Too

RETENTION

Keeping Students Involved Will Keep Them Coming Back

JC 900 378



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. G. De los Santos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

'89

BEST COPY AVAILABLE

Vision '89: The Maricopa Community College Journal of Teaching and Learning provides a forum for faculty and staff to exchange information about effective teaching methods for practical application and intellectual stimulation in the spirit of the MCCCD's commitment to teaching and learning excellence. *Vision '89* publishes articles on teaching, learning, and classroom research including those describing programs, projects, and research activities at the community college level.

We encourage faculty to submit articles for upcoming issues of *Vision '89*. Articles are submitted to the editor and anonymously reviewed by members of the editorial board. The board reflects the Maricopa Colleges' commitment to excellence as well as the diversity of our collegiate community. Articles are either accepted, accepted with revisions, or rejected based on content, ideas, information and relevance to the mission of the journal. For additional information on manuscript requirements write the editor or see page 26.

Vision is published two times a year by the Maricopa Community College District, 3910 E. Washington St., Phoenix, AZ 85034. Points of view published herein may not reflect the opinions of the MCCCD, except where stated.

MARICOPA COMMUNITY COLLEGES

Our cover photo this issue is of Marsha McCormick, a 33-year-old student at Phoenix College. She is married and has one child. Marsha first started in the Maricopa Community Colleges in 1982 as a part-time student. Her work as a dental assistant led to her interest in moving up within the field. The dental hygiene program at Phoenix College matched her goals, but she could not afford to attend full time. She began taking program prerequisites wherever she could find courses compatible with her schedule. In that process she attended Scottsdale, Mesa, Paradise Valley, GateWay, and Phoenix Colleges. After a brief "stopping out" to have her child, she returned to school in the Spring of '88. She will enter the Dental Hygiene program full-time this fall at Phoenix College.

Marsha says, "I feel good about myself coming back to school. I have just gone to where the classes I needed were being offered. The Maricopa Community College system is great that way. And my teachers have all been terrific!"

JOURNAL STAFF

Richard F. Malena, Editor
Sheila Schumacher, Art Director
Lauretta J. Peters, Editorial Assistant
Billie J. Hughes, Editorial Consultant
Don Markstein, Typographer
Pamela R. Williams, Editorial Assistant

EDITORIAL BOARD

John Burley, SCC; Karen Conzelman, GCC; Wilton Cooper, CGCCC; Chris Ferguson, PVCCC; Patrick Haas, GCC; Laura Helminski, RSCC; Ann Mahoney, MCC; Kathleen Murphy-Irwin, GWCC; Liz Warren, SMCC.

MARICOPA COMMUNITY COLLEGE DISTRICT ADMINISTRATORS

Chancellor — Paul Elsner
Vice-Chancellor — Ron Bleed
Vice-Chancellor — Alfredo G. de los Santos Jr.
Vice-Chancellor — William Waechter
Vice-Chancellor — Dan Wittemore

MCCCD Governing Board President — Linda B. Rosenthal
MCCCD Governing Board Secretary — Roy C. Amrein
MCCCD Governing Board Member — Donald R. Campbell
MCCCD Governing Board Member — M. Grant Christensen
MCCCD Governing Board Member — Barbara Hitchcock

Raul Cardenas, President, SMCC
Larry Christiansen, President, MCC
John Cordova, Provost, PVCCC
Arthur DeCabooter, President, SCC
Charles Green, President, RSCC
Myrna Harrison, President, PC
Homero Lopez, Provost, EMCCC
Phil Randolph, President, GWCC
John Waltrip, President, GCC
Arnette Ward, Provost, CGCCC

Copyright ©1989 by the Maricopa Community College District, 3910 E. Washington, Phoenix, AZ 85034.

ISSN # 1046-2031. MCCCD is an Equal Opportunity/Affirmative Action Institution.

Cover design by Sheila Schumacher. Cover photograph by Robert Schumacher.

Printed by Business Graphics. Typeset by Etienne's Type Shop.

VISION

The Maricopa Community Colleges Journal of Teaching and Learning

CONTENTS

ACKNOWLEDGEMENTS
Paul Elsner
Alfredo G. de los Santos Jr. ..... Page 4

TEACHING AND LEARNING:
Will We Be Ready to Face the Future?
by Linda Rosenthal ..... Page 5

MAKE IT CLEAR — MAKE IT CORRECT
A Four-Step Writing Process
by Alex Joncas ..... Page 6

LINKING HONORS PROGRAMS AND OCCUPATIONAL PROGRAMS
by Alex Backus ..... Page 10

CIRCLE, TRIANGLE, RECTANGLE
by Jane Willey ..... Page 11

JUST BE YOURSELF
by Joan Price ..... Page 12

MENTAL MARATHON:
The Weekend Class
by Pam Walter
and Charlcey Brabec ..... Page 14

RETENTION: WHAT CAN I DO?
by Aileen Ormiston ..... Page 17

ORGANIZING AND RELATING CONCEPTS
A Teaching Tool to
Facilitate Student Learning
by Karen Atwood ..... Page 18

A TEAM EFFORT: AN EDUCATIONAL SUPPORT PROGRAM FOR STUDENT ATHLETES
by Douglas Ferguson ..... Page 20

POINTS OF VIEW!
Who Are the At-Risk Students and
How Can We Help Them? ..... Page 22

NOTES FROM THE EDITOR
by Richard Malena ..... Page 26

PAGE 12

PAGE 14

PAGE 20

Paul A. Elsner
Chancellor
Maricopa Community
College District

It is a pleasure for me to offer comments in this inaugural issue of *Vision '89: The Maricopa Community College Journal of Teaching and Learning*. No higher aspiration exists than to promote improvement of teaching in the classroom. As I said in my *Encyclical on Effective Teaching and Learning* last January, "excellent teaching makes excellent colleges."

The publication of *Vision '89* provides a threshold for a renaissance era celebrating effective teaching and learning. Maricopa has achieved incredible national recognition for its excellent colleges and centers. The core strength of the Maricopa County Community College District is clearly its excellent teaching.

Many community colleges appear stronger on the periphery than at the core functions. Our national associations, promoters of the community college movement, wax eloquently about competitive workplace changes, economic development, college and industry/business connections — all of which are very important, but such activities and new partnerships do not have a chance of holding if the core functions of excellent teaching, advisement, assessment, review of curriculum strategies, examination of methodology, the search for validation and documentation of good teaching processes are not in place.

The establishment of an empirical tradition of substantiating what is good practice, effective practice and excellent practice all have their place under the broad rubric of this journal.

I compliment the editorial board and staff for their foresight in developing this publication. I believe that community colleges can make a significant contribution to the national literature on effective teaching and learning.

Alfredo G. De los Santos Jr.
Vice Chancellor for
Educational Development
Maricopa Community
College District

The start of Maricopa Community College's own journal, *Vision '89*, is the culmination of years of work, discussion, and inquiry by a growing number of our faculty who have been interested in improving the quality of the teaching-learning process and a natural outgrowth of activities over the past two to three years.

In the Spring 1988, the Maricopa Community Colleges hosted a series of presentations on critical inquiry of the teaching-learning process. Patricia Cross, then of the Harvard Graduate School of Education, told a large group of our faculty in February 1989 that we should take the "leadership on conducting research related to the improvement of college teaching . . ."

In March, Frank Paoni of Brookdale Community College discussed the center which he directs at that institution whose objective is to promote educational research by the faculty as a means to improve the teaching-learning process. These two models for improving classroom learning intrigued many and led to a recommendation for the creation of *Vision '89: The Maricopa Community Colleges Journal on Teaching and Learning*.

When we were developing budget for the Office of Educational Development in 1987 for the 1988-89 fiscal year, we included a decision package that would provide us the resources to publish this journal. We assigned a very high priority to this decision package and it was funded.

Our goal is to provide our faculty and staff with a means for sharing what they are doing that is making a difference in the classroom. *Vision '89* will serve as a means of disseminating research findings, techniques, ideas and innovations that our own faculty have found useful and successful in helping students learn.

Many, many individuals have committed time, energy, and effort in the process. Billie Hughes and Doyle Burke have provided leadership to this endeavor. We also need to thank the committee, Lynn Ann Wojciechowicz, Carol Ilstrup, Stephen Williams, Julie Bertch, Judy Boschult, Linda Knoblock, and Sandy Desjardin, that selected the journal editor, Richard Malena, and the members of the editorial board, and the staff listed elsewhere in the journal. We thank them all and wish them luck in this new enterprise for us.

We invite all faculty and staff to contribute to future issues of our own Maricopa journal.

Teaching and Learning

Will We Be Ready to Face the Future?

by Linda Rosenthal

Linda Rosenthal,
B.S., M.A.
President
The Maricopa County
Community College
District Governing
Board

If I asked people in our community what is happening in the classrooms of our colleges, I'm certain the answer would be teaching. I, too, am certain that our excellent faculty teaches. What I am unsure of is what is being taught. As we move forward to the 21st century, I believe it is time to ask some questions about what we are teaching and therefore, what we expect our students to be learning.

I would first ask questions about much of our curriculum — particularly in the arts and sciences area. I believe our occupational courses are frequently revised for course and program content according to the suggestion of their advisory committees, but what about our general studies courses? Is the material relevant? Has it been updated recently to reflect the need for internationalizing it in our changing world? Have the examples used been changed to become more meaningful for the new student? Are critical thinking skills being taught? Are we stressing creative approaches to problem solving? Have we included the use of technology in our courses where it is appropriate? Is writing an important part of every course to encourage students to become proficient in that skill? Have we continued to stress the value of a liberal arts education for everyone — regardless of their educational goal?

Secondly, I think the methods of teaching may need to be examined. Is the tried and true classroom lecture still the only method of delivery despite the research which shows there are different learning styles which are best addressed for the benefit of students? Have the overheads and the films been reviewed and/or changed in recent years? Has the textbook been rewritten recently? Are there new graphics included? Are workbooks being used where possible to assist the students in understanding the materials? Is technology employed to maximize the teacher's effectiveness? Does the classroom environment promote effective learning?

Next, we must examine the learner. He or she is much different today. There are more women in class, and the students seem to be older each year. They, as a group, are composed of more minorities in many of our colleges. Has every effort been made to encourage these students to register and then remain in school? Should faculty have a responsibility to mentor students along the way to assist them in their education? Is the student encouraged to be an active rather than a passive learner? Does the college have a sufficient number of support services available to assist the learner who needs help? Does the student have the skills to use technology if it is incorporated in the curriculum? Has the student been assessed and properly advised so that he or she can learn from the instruction provided?

How about the staff at our colleges? Does the makeup of our faculty reflect our students? Are they able to provide the role models needed for the new faces in the classroom? Are they sensitive to the needs of this new clientele? Is the staff and administration ready and able to assure everyone's comfort level? In short, does the college environment mirror the surrounding area of the institution and foster the ideal of community?

In fairness to our present staff, I believe some time must be spent in development of the new skills and attitudes needed for the new clientele. I'm certain it would be beneficial and thought ought to be given to it at all our colleges. Many would also benefit from some retraining in different areas needed by their institutions. How this will be accomplished will need some discussion, I believe, so that it will be economically feasible. We will undoubtedly need additional staffing for critical areas; how well we succeed in this is our challenge.

In future years our colleges are going to become even more important to our community. As the need for life-long learning becomes evident to workers; they will realize they must either gain new skills or upgrade their present ones. The time they spend in our classrooms will become even more important to their well being. Their employers will demand more from them and it will be up to the educational institutions to provide what is needed or the employers will do it themselves. How well we do, it seems to me, will be a factor in our continued success. If we are to fulfill our mission as institutions which serve the community, we must succeed. We need to spend the time between now and the dawn of the next century to be certain that we are positioned to respond to students who will need our services. This will enable us to retain our well deserved reputation as an excellent example of one of the best community colleges in the nation. I encourage everyone to assist in this worthwhile endeavor. Our community depends on us.

MAKE IT CLEAR — MAKE IT CORRECT

A Four-Step Writing Process

by Alex Joncas

Alex M. Joncas, B.A., M.S.
Alex teaches English at Glendale Community College and has been involved in education for 18 years.

Community college faculty must provide their students with educational opportunities which are clearly and explicitly stated. Students who know what is expected of them and who are provided with sufficient knowledge, information, and directions from instructors will achieve and are more likely to succeed in the classroom.

As an English faculty member my primary responsibility is the teaching of freshman English. I have found that the Four Step Process outlined in this paper provides my students with clear educational objectives and criteria. The Four Step Process is not only applicable to my English class but has relevance to other disciplines as well.

STEP

The Narrative Assignment

The typical narrative assignment is shown in Figure 1. The actual assignment is in the form of a prompt which provides students with a clear motivation for writing. In such a prompt I generally include the specifics of topic choices, length of the writing assignment and the author's voice. In addition, the prompt provides students with questions to answer and think about before actually attempting to write. With the prompt questions answered, they have data with which to begin the actual steps of the writing process. The assignment sheet specifies "Steps to Follow" which reflect the textbook readings, lectures, and class discussions. With this students have sufficient information to work on the assignment at home.

(See Figure No. 1)

STEP

The Sample Writing

Once I have determined through class discussions that the students understand the writing prompt, topic choices, and the steps to follow, I provide them with an example that I have written. Through completing my own assignments, I anticipate my students' successes and/or failures with the assignment. My students particularly enjoy the sample (Figure 2) as I read it orally in class. This provides the students with a writing model to follow as they do their actual writing outside of the classroom. Finally, I invite students to compare my writing to the specifics of the evaluation sheet which I will distribute. This part of the process makes the students conscious of the evaluation criteria before they do their own writing.

(See Figure No. 2)

> ■ The Four Step Process is not only applicable to my English class but has relevance to other disciplines as well. ■

Assignment Sheet: Narrative Paper

A. Joncas

English 101

Using your classmates as your audience, write a narrative essay (500 words) using the first person (I). Use one of the topics provided by the instructor Write a good thesis statement with an essay map for your paper. Write a topic sentence for each point in the essay map.

Consider these points before you start writing. Can I think of one single event to recreate (past tense)? What point do I want to address? What tone do I want to create? How did I react to this situation? Why did I react the way I did? Who were the people involved in this experience? What actually happened? In what order did it occur? When did it happen?

Now write a narrative essay (500 words) for your classmates that tells about ONE SINGLE EVENT in your life.

TOPIC: A personal experience involving:

Parents and Children	Growing Up	The Law
Telling the Truth	Careless Driving	Prejudices
Teachers	Siblings	Employers

1. Narrow your topic down to a specific subject which can be covered in a paper of about 500 words by creating a brainstorming list. Write a thesis statement. Remember that the thesis statement must make it clear to the reader what subject you are writing about; it must clearly state your attitude towards this chosen subject and your purpose for writing about it; and it should contain an essay map (minimum of three points).
2. Write a brief phrase outline of your support (the events) for your thesis statement. From the essay map in your thesis, create (at last three) topic sentences for the body paragraphs.
3. Use the topic sentences as the starting point for an outline of the details which will appear in your body paragraphs.
4. Write the thesis sentence as the last sentence of your introductory paragraph. The topic sentences should appear as the first sentence of each body paragraph.
5. Write a rough copy in pencil or on a word processor.
6. Complete your rough copy and bring it to class on the date specified by the instructor for a peer critique.
7. Take the rough copy home and edit and revise it.
8. TYPE (strongly suggested) the copy to be evaluated.
9. On _____ submit the following items to the instructor arranged in this order and stapled together:

Brainstorming worksheet (Bottom)		
Rough outline	Rough copy	
	Peer critique	Typed copy
		Evaluation sheet (Top)

Sample Narrative Essay

As I get older, I find myself looking back into my past. These looks back generally find me reminiscing about those events in my life that stand out the most because they were unique. One such event took place when I was nine years old: I set my parent's house on fire. The fire, my attempt to put it out, and my flight from home all combine to remind me of one of the most unforgettable experiences of my youth.

Readers of this narrative need to understand that my parents operated a dry-cleaning business. They stored paper items from the business in our home basement. In those days, dry-cleaned clothes were returned to the customer with the clean clothing hanging inside of long, paper covers or bags. Several hundred of these bags from our dry-cleaning business were stored in our basement.

Spying this neat line of clothing bags hanging from a pipe in the basement prompted me to speculate on the results of a match carefully placed at the base of one bag. First, as a precautionary measure, I moved one bag down the pipe and away from the others. Then I struck a match and held it at the base of the bag. The bag instantly burst into flames that quickly spread to the other nearby bags. The result of one lit bag was a basement full of smoke and flames.

I made a desperate attempt to put out the fire. I hooked up my mother's washing machine hose to the tap in the basement sink to get a water supply. Then I covered the open end of the hose with my thumb to create a spray-like flow of water to put out the fire. Despite my efforts, the fire kept spreading and the smoke thickened. Out of desperation, I opened a window in hopes of getting out the smoke. The new oxygen supply only fed the flames. Suddenly, my sister poked her head into the open window. With mixed emotions of fear and delight, the latter sparked by sibling rivalry, she screamed for help and ran to tell my mom what was happening. At that moment I realized that my attempts to put the fire out had failed; so I decided to run out of the house.

Once I was out of the house, I jumped onto my bicycle and fled. My flight took me to my favorite hiding place in the outside stairwell of a nearby church. From my hiding place I listened to the nearby sirens and the roar of passing fire engines. Hours later I returned home to examine the damage I had done.

My arrival home revealed that the house was still standing and that my parents were furious with me. Fortunately, the fire did not spread beyond the basement. However, the woodwork on the floors above was scarred, and the basement received severe water damage. After receiving sufficient "damage" to my rear end from my father, I readily concluded that this was a frightening experience that I would never forget.

The Narrative Essay **Critique Sheet**

Writer: _____

Reader: _____

Read the entire paper through once. Then go through each item on this sheet and answer each question carefully. Use the back of this sheet if you need more room for your answers. Then discuss your answers with the writer.

1. What did you enjoy most when you read this paper? Why?
2. Write down what you believe to be the writer's thesis statement.

   What is the limited subject? _____

   What is its attitude or viewpoint? _____

   What appears to be the writer's purpose for writing? _____

   List the points (essay map) that will be developed in the essay.

   _____ _____ _____
3. On the rough copy, place an X in the left margin next to any sentences that create disunity in a paragraph.
4. BRIEFLY outline the chronological order of events in this paper. Are they all presented in the past tense? Comments?
   1.
   2.
   3.
   4.
   5.
5. On the rough copy, circle OUTSTANDING errors in grammar or mechanics of writing. Include spelling errors!
6. Turn to the back of this paper, and write down the complete topic sentence of each body paragraph.
7. What is good/bad about the concluding paragraph? Think in terms of what makes a good conclusion!
8. Turn to the back of this sheet and list five transitions used by the writer.

Evaluation Sheet **The Narrative Essay**

Students Name: _____ Date: _____

1. The thesis sentence appears as the last sentence of the opening paragraph; it states the limited subject, the writer's attitude/ viewpoint, and includes an essay map of at least three points (stages of the event) to be developed.
Points Possible: 10 Actual:

2. The sentences in the essay relate to the thesis sentence/topic sentences thus giving the essay unity.
Points Possible: 10 Actual:

3. The essay is coherent in that it follows a logical time-order of events presented in the past tense.
Points Possible: 5 Actual:

4. The essay clearly answers the questions, "Who, What, Where, When, How and Why" in detail.
Points Possible: 30 Actual:

5. The essay is free of errors in capitalization, punctuation, spelling, and syntax (sentence structure).
Points Possible: 12 Actual:

6. Each body paragraph begins with a clearly stated topic sentence which relates to a point in the essay map.
Points Possible: 15 Actual:

7. The concluding paragraph highlights the outstanding events of the narrative and includes a rephrasing of the thesis.
Points Possible: 10 Actual:

8. Each event of the narrative is linked to the next by appropriate chronological transition words.
Points Possible: 8 Actual:

NOTE: Final Copies MUST be submitted with the following items stapled together in this order:

Brainstorm worksheet (Bottom)
Rough Outline (includes thesis and topic sentences)
Rough copy
Completed peer critique (Done in class)
Final copy
Evaluation Sheet (Top)

Failure to submit these items to the instructor within the first fifteen minutes of class on the due date will result in a 10 point deduction from the actual grade earned on the essay.

Scale: 100-90=A 89-80=B 79-70=C 69-60=D

STEP

The Peer Critique

Once discussion is completed on my writing sample, I provide the students with a peer critique sheet (Figure 3) which they will use in class on a specified date. On the date, students exchange papers with each other and go through the steps of the critique sheet. Such a process allows them to see each other's writing, and it improves their ability to edit and to read critically. The ultimate goal of this activity is to help students critique their own writing or rely on others to critique their final version.

(See Figure No. 3)

STEP

The Evaluation Sheet

I grade the final version of each student's writing according to the evaluation sheet (Figure 4). This not only serves as my grading sheet but makes clear what each final version must contain to earn a particular grade on this assignment. In addition, when I grade the writing assignments, I circle key words on the sheet which indicate to the students what was strong or weak about a particular item. Though I give a particular essay a "B" based on this criteria, other instructors could give the essay a higher or lower grade based on different grading criteria. Prior to my grading, I encourage my students to grade their drafts in pencil or on a scratch sheet of paper using the evaluation sheet as a guide. This services as a self critique for the students.

(See Figure No. 4)

This evaluation sheet serves several purposes. First, I need not make comments in the margins of students' writings to explain errors because the evaluation sheet readily indicates where the writing was weak. Second, with a specific grading criteria in mind from the start of the assignment, I can grade rapidly because I know exactly what to look for in the grading process. Third, should a student challenge a grade given on an essay, I can point to areas on the evaluation sheet that the student either ignored or failed to address sufficienty. Finally, because of this evaluation process, students seldom question or fail to understand their grade on their writing assignment.

CONCLUSION

When I use my Four Step Process to present clear educational opportunities, students are aware of the importance of the writing process. The Four Step Process provides the students: (1) clear educational objectives stated which help guide the students, (2) a writing model which gives the students direction and focus in their paper; (3) peer critique sheet which reinforces the importance of critical reading and editing to the writing process; (4) the evaluation sheet which provides the students with criteria. This allows the students to grade their writing prior to their finished version.

Finally, students who know what is expected of them and who are provided sufficient knowledge and information of the assignment, educational task will likely succeed in the classroom.

This is my approach to a specific classroom writing assignment. Other instructors can borrow from this Four Step Process aspects which will assist them with integration of writing assignments in their courses. These steps can be modified to meet the needs of individual instructors and a range of teaching objectives.

Linking Honors Programs and Occupational Programs in a Community College

by Alex Backus

Alex Backus, M.S.
Alex has been the Honors Coordinator at GateWay Community College since 1984, and is the Program Director for the Medical Radiography Program at GateWay.

What do Honors Programs and Occupational Programs have in common? Who benefits from the linking of two such programs with distinct purposes? At GateWay Community College, Phoenix, Arizona, faculty find their curriculum, which is sixty-five percent Occupational Programs, is strengthened by the Honors Program. The linking of the Honors Program with Occupational Programs results in a synergism that benefits the institution, the faculty, and most of all — the students.

Honors Programs are generally designed for academically oriented students who enjoy intellectual challenges, lively discussions, and nationally known speakers. These programs enhance traditional courses and stimulate students who explore topics in greater depth. In contrast, occupational programs are directed and focused with a prescribed scope and sequence that builds practical knowledge and skills. GateWay has strong occupational programs in Electronics, Office Automation Systems, Business/Computers, Nursing, and the Health Sciences. Most graduates complete their educational goals with a certificate and a change in job and/or career status.

The intellectual and in-depth experiences of an Honors Program are as important for occupational students as for transfer students. However, GateWay has found that honors for occupational students requires a restructuring that accommodates and develops the interests of the occupational students and is compatible with a focus on practical knowledge and skills.

The Program

For the linking of their Honors Program and Occupational Program, GateWay has adopted a special projects model in which students enroll in a course with an independent study format. This format has a number of advantages for occupational-honors students. It enables students to:

- Explore new ideas directly related to their field of study.
- Expand their knowledge on topics not covered or lightly covered in their regular classes.
- Try skills learned in class, but with little time for application.
- Have opportunities to originate and develop talent, as in art or drafting.
- Learn leadership and organizational skills through experiential writing. This format is highly motivating to students, and those who qualify for the program gain more depth in their college studies by applying for and participating in the Honors Program.

The faculty involved in the program are called Honors Mentors. They direct the educational experience and serve as resource persons. They further help to combine the Occupational Programs and the Honors Program goals for the student who benefits greatly by the increased opportunity for in-depth independent study.

The faculty and the student discuss the study possibilities of the project, and then develop the independent study parameters. A written project proposal outlines what form the finished project will take, the reasons for requesting the project, what specific skills will be gained by doing the project, and what time line the student has to complete the project. The student enrolls in the Special Projects Course with the Honors Mentor, and can earn 1-3 credits.

The most popular format for a project is a research paper on a topic related to the student's major. Other formats that have been awarded credit have included mural paintings and commercial art projects in the Advertising Arts Program. A robotics project earned honors credit in the electronics department. Projects involving work done in the respiratory care lab, solar lab, and at off campus sites have been given credit. Recently a student in the computer department learned how to use a software program at the same time converting the documentation of another software program to Braille so that blind students could learn how to use it.

GateWay Community College has successfully linked Honors Programs and Occupational Programs. Students are recruited by emphasizing the programs benefit. That is, through participation in Honors, they have an opportunity to work on an in-depth project in their area of interest. This project is directed by an instructor, or mentor of their choice and is supplemented by district-wide honors activities. In addition, honors students receive recognition of achievements on transcripts and certificates along with special assistance and gain entrance to higher education or obtaining employment. These advantages, when combined with tuition re-imbursement, make enrolling in the honors program a challenging and worthwhile experience for many occupational students.

CIRCLE, TRIANGLE, RECTANGLE

by Jane Willey

Getting students actively involved in learning is always a challenge. *Circle, Triangle, Rectangle* is a no-fail teaching tool that engages students' curiosity in English classes and helps them to understand the value of word choice, figurative language and careful listening. This is how it works:

Begin by seating two students back to back. Each should have a flat surface on which are a circle, a right triangle, and a rectangle cut out of heavy paper or cardboard. One of the pair (sender) places the pieces in an abstract arrangement in front of him/her. The student is instructed to give directions to the other student (receiver), step by step, so that the partner can create an identical arrangement. Directions are repeated once, but no questions may be asked. The rest of the class is urged to stand or sit on desk tops so they can see what happens. As students struggle to formulate clear directions, the rest of the class watches and afterwards makes suggestions for better communication.

Uses for the Exercise:

The exercise can be applied in a variety of ways.

1. *Vocabulary/sentence structure*

Usually discussion brings out these points:

- Exact words and phrases work best. Right angle, acute angle, hypotenuse, parallel, tangent, and adjacent communicate better than "m[illegible]ty" or other vague phrases.
- Effective senders use complete sentenc[illegible] lary chosen to be understood by the rec[illegible]
- Slang and vague phrases leave the receive[illegible]
- Good listening is an important skill. Somet[illegible] sender is clear but the receiver does not listen[illegible] enough.

A follow-up assignment might be a "pro[illegible] essay describing either how to do something or how something works.

2. *Effective use of figurative language*

After several attempts, the instructor steps in and makes this arrangement on the sender's desk.

The sender is then told to think for a moment and try to form a one sentence direction which will let the receiver know all the moves necessary to form the correct pattern. The sender will usually say, "Make a house with the long slanted roof on the right and the moon (or sun) above that slant." Rarely does the receiver fail to get the pattern instantly, leading to discussion of the effectiveness of simile and metaphor. Students are asked to create and demonstrate other patterns with the pieces. These are commonly suggested: a sailboat and the sun or a man wearing a three-cornered (or party or dunce) hat.

A follow-up assignment could be a list of similes to complete or a descriptive essay using an extended metaphor.

3. *Understanding poetry.*

After using the pieces as directed in the exercise above, the instructor can introduce various poems that can be discussed emphasizing that writers often try to explain abstract ideas by comparing them to the familiar. The metaphysical poets as a group work well as examples. Many of the short poems of Robert Frost, such as "The Road Not Taken", also lend themselves to this approach.

Conclusion:

Circle, triangle, rectangle is not for English only! This simple teaching method can be successfully adapted to other disciplines according to the needs of instructors and students. Through it, students learn the importance of clear directions, direct vocabulary, and figurative language. By extending the activity to include specific examples in a particular [illegible] improve written expression [illegible]

Jane Willey, B.A., M.Ed.
Jane has 27 years of teaching experience and currently teaches English part-time for both Rio Salado and Mesa Community Colleges.

JUST BE YOURSELF

Joan Price,
B.S., M.A., Ph.D.
Joan has taught 20 years at Mesa Community College in philosophy and religious studies.

by Joan Price, Ph.D.

The following article reviews one of many educational philosophies that may have application in the classroom. As educators we should not expect any student to be exclusively of just one type, but we should celebrate student diversity.
— Editor

"I'm not myself today, you see," Alice said to the caterpillar. "I don't see," said the caterpillar.

— Lewis Carroll

"Just be yourself!" How often do we hear that advice? But what is it to be a "self"? Are we human beings the sum of numerous facts such as name, age, sex, marital status, social security number, that are requested when we apply for a job or a credit line? Or do we consider such details unimportant when compared to personal preferences in political affiliation, literature, music, and religious beliefs?

In everything we do we adopt some concept of identity, whether it is embarrassment following something we said or pride about an act we performed. In *Psychological Types* (Baynes, 1971), Carl G. Jung states fundamental personality types are demonstrated in the individual's approach to life situations. These personality types, he says, are innate within each individual — neither caused by the environment nor conditioned by society. Jung classified two attitude types: extrovert and introvert, and four personality functions: thinking, feeling, intuition, and sensing.

ATTITUDE TYPES: INTROVERT AND EXTROVERT

Some people are naturally more reflective and subjective than others. Jung calls these people "introverts." People who are more sociable and public he calls "extroverts". In a classroom setting shy introverted students sit in the rear of the room to avoid being noticed. Unless they feel comfortable with the class, they may not participate verbally all semester. It takes instructors longer to get to know timid, somewhat private introverts, who prefer reflecting on the meaning of the subject matter rather than talking about it. Extroverted students, on the other hand, often sit in the front of the classroom. They enjoy being seen by the instructor and love to talk. Extroverts are confident when dealing with the world and strangers.

■ In a classroom setting shy, introverted students sit in the rear of the room to avoid being noticed. ■

THE FOUR FUNCTIONS

In addition to the basic introvert and extrovert attitudes Jung classified four functions: thinking, feeling, intuition, and sensing. The two attitude types and each of the four functions are present to some extent in each person. Individual personalities depend on how these attitudes and functions are combined. One of the attitude types (introvert or extrovert) and one of the functions (thinking, feeling, intuition, or sensing) is our natural strength — like right and left handedness. Right handed people usually develop greater dexterity with the right than with the left hand. In similar fashion thinking types are inclined to develop thinking over feeling.

But, what is so important about understanding this aspect of the self? First, a knowledge of the personality types can help instructors to understand why they teach as they do and why students respond as they do. Second, knowledge of the personality types can help

Illustrations by
Rand Carlson

instructors break out of the notion that "there is my way and the wrong way" to perceive subject matter.

THE RATIONAL FUNCTIONS: THINKING AND FEELING

Thinking and feeling are rational functions; that is individuals use these functions to make judgements. Thinking types make impersonal judgements. Thinking depends on the truth or falsity of a statement, not on personal likes or dislikes (Baynes, 1971). The act of thinking is impersonal, i.e., we cannot concentrate on our love life while solving a problem in algebra. Thinking is based on logical rules of thought (critical thinking). Research by Myers and McCaulley (1985) indicated that "academic tasks requiring logical analysis favor thinking types" (p.96).

Thinking type students enjoy work that calls for logical order, especially with ideas, numbers, or physical objects (Myers & McCaulley, 1985). They tend to find small talk (idle chatter) boring. Give these people something to be analyzed, taken apart mentally and put back together. Thinking type instructors are often more interested in the subject matter they teach than in developing harmonious relationships with the students. These firm-minded students do their best work in classes where the subject matter is highly organized, analytic, and objective. They are relatively unemotional and prefer to deal with ideas/facts than with personal relationships. Of all the types, they are the most intellectually organized, unemotional, and logical. Introverted thinkers insist on clear thinking for reflection. Extroverted thinkers are at their best putting the world in logical order.

■ Thinking type students enjoy work that calls for logical order, especially with ideas, numbers, or physical objects. ■

Feeling types, on the other hand, are not as concerned with whether something is true or false as they are with personal values: "I appreciate or I do not appreciate a person, a work of art, a political view." Feeling is sometimes mistaken for emotion, but in Jung's schema that is not the case. Emotion, unlike the feeling function, is not rational and can happen to anyone. Feeling is a judgement based on personal appreciation — not an emotion, states Jung (Baynes, 1971). If I say "I like the music of Richard Wagner," I have made a feeling judgement. If I say "The symphony is in D major," I have expressed a thinking judgement.

Whether or not feeling type students are interested in the course content, they do want to please the instructor. Developing harmonious human relationships is infinitely more important than developing a computer program (unless they develop the program to please the instructor).

"Academic tasks requiring understanding of human motivations favor feeling types" (Myers and McCaulley, 1985, p.96). Instructors with this personality type do their best to promote non-threatening classroom situations and develop amiable relations with the students. It is not uncommon for feeling type students to experience "test anxiety," especially in objective testing where no room is given to explain all the shades of gray involved in the answer. Students and instructors who have feeling as their natural strength like to be appreciated and dislike telling people unpleasant things. These people excel in communicating with others — introverts on a one to one basis, extroverts in large groups.

THE NON-RATIONAL FUNCTIONS: SENSING AND INTUITION

Sensing and intuition are non-judgement functions; that is they give us the information we use to make decisions, but the functions themselves are not used to make decisions. Sensing and intuition "just happen."

INTUITIVE TYPES

Intuition is indirect knowledge that comes to us from realms invisible to the senses, that is the

Continued on page 24

Illustrations by Rand Carlson

MENTAL MARATHON

THE WEEKEND CLASS

Pam Walter, B.A., M.S.
Pam is an adjunct faculty for Rio Salado Community College, teaching Management, Office Automation and Whole Brain Thinking-Activated Learning.

Illustration by John Nelson

Rio Salado Community College, in the Phoenix metropolitan area, is a "college without walls" offering classes at a variety of community sites convenient for working adults who make up a majority of the student body. Busy adults seek a variety of formats — alternatives to the regular 16 week semester. These include some classes scheduled for 1 to 4 weekends (depending on the number of credit hours), meeting Friday 5:30 p.m. to 10:00 p.m. and Saturday 8:00 a.m. to 6:00 p.m. These condensed classes of 14 instruction hours within a 24 hour period pose unique challenges and yet offer special benefits.

Bonding, Momentum and Commitment

The most rewarding aspect of the weekend class is the bonding that takes place among students and between the instructor and the class. Instructors get to know each member quickly and in-depth knowledge of each student's strengths, interests, areas of concern and learning goals is facilitated.

The students are together longer which creates a comraderie and group identification not often found in shorter class periods that meet three times per week. This leads to a cooperative relationship which greatly enhances learning and interaction. Another advantage from a teaching standpoint is the momentum generated in learning through the elimination of starts and stops inherent in shorter class meetings. The involvement and commitment of the students to the material accelerates because the extended time allows for immediate practice and application of major concepts.

Instructors use longer, more complex activities and sufficient time is available for processing the exercise and using it to reinforce content. In the authors' experience, students in a weekend class often perform better on exams than those in a 16 week class when tested over the same material, and overall, retention is greater in a weekend class than those of longer duration.

The Fatigue Factor

One potential drawback to the weekend format is instructor and student exhaustion — both mental and physical. The demand for intellectual awareness and alertness is heavy for the students, and the need to sustain enthusiasm and energy is a major challenge for the instructor. While this is an important consideration, it is not the barrier to effective learning as it might first appear. It does, however, accentuate the need for innovative instruction and creative classroom management.

Timing: The Essential Ingredient

Teaching a weekend class does not merely involve the combination of the shorter teaching

Charlcey Brabec, B.A., M.A.
Charlcey is an instructor of English and Reading for Rio Salado Community College.

MENTAL MARATHON (cont.)

modules of a 16 week class into several large "clumps" of material. To teach in the Friday/Saturday format almost involves restructuring the entire course.

The pacing of content delivery becomes extremely important. It is essential that the instructional technique vary approximately every 20-30 minutes. Nothing could possibly be more detrimental to learning or more draining for the instructor that 14 continuous hours of discourse. The instructor must explore alternative methods for delivering the material other than the traditional lecture. This could include video tapes, role play, group activities (the more they have to move around, the better), games or puzzles.

For example, in an Assertive Training class, the instructor could have the students play out appropriate responses to life situations, thereby giving them the opportunity to actually practice the desired behavior. In many classes, instead of the traditional oral review of vocabulary, a crossword puzzle composed of the terminology could be created and given to the students to work on individually, with the whole class then solving it as a group. A modified form of the game "Pictionary" also provides an excellent vehicle to use for review. A student selects a card with the term or concept on it and then must draw something on the board (without actually writing the word or words) that will get the other students to say the correct answer.

The placement of the heavier, more difficult, content also becomes very important. The authors have found that the optimum times for heavy concentration are Friday from 5:30 p.m. to 7:30 p.m. and Saturday from 8:00 a.m. to 11:30 a.m. These might be called the "peak times" of student energy and alertness. It has been the authors' experience that the balance of the time is best spent in activities designed to deliver the less rigorous material and to reinforce the heavier content through the use of alternative teaching strategies.

At all times, the instructor must be sensitive enough to "read" the students and know when it is time for a change of pace. This also requires that the instructor be flexible enough to "shift gears" when necessary, without losing continuity or direction.

The Other Half of the Equation

There are some physical requirements that must be taken into account when considering a weekend class. These can be almost as important as the instructional methods. Comfortable chairs and tables are preferable to the traditional desks. The room should be large enough to accommodate rearrangement of group activities. Classrooms must have good lighting, comfortable room temperatures and restrooms must be easily accessible.

A break should be taken about every 90 minutes, often including a learning activity related to content that the students can work on together. The class should be held in a location where lunch would be available on Saturday or at least a pleasant place to eat a sack lunch outside of the classroom.

One Caveat

Although the weekend format has been very successful, experience has shown that it is not appropriate for all content areas. Subjects requiring time to practice fundamental concepts and acquire basic skills, such as algebra or accounting, would not be suitable. This also applies to courses that require students to memorize many facts such as names, dates, places (e.g. history, art history), or time to practice skills (e.g. reading).

■ Instructing the weekend classes can be both challenging and rewarding. The physical and mental demands are more than compensated for by the special relationship which develops between instructor and students. ■

Courses in areas such as humanities, management, psychology, sociology, business and counseling/personal development lend themselves very well to this type of schedule. These classes can utilize a wide variety of teaching methods and group techniques to integrate basic concepts without the need for extensive practice. Instructing the weekend classes can be both challenging and rewarding. The physical and mental demands are more than compensated for by the special relationship which develops between instructor and students, increased involvement of the students in the learning process, and better retention of the material as evidenced by superior performance on exams. Any instructor with the desire to teach a class in the weekend format and the willingness to put forth the extra effort required will find it very worthwhile.

Retention: What Can I Do?

by Aileen Ormiston

One of the greatest problems accounting faculty face in the community colleges is retention. While this problem will not miraculously disappear, I would like to discuss the steps I have taken to increase retention in my accounting classes and why I chose to take those steps.

There are three points that I consider as a community teacher. First my purpose is to aid every individual who desires an education, regardless of their abilities or handicaps. Although many students use community colleges as transfer vehicles to 4-year schools, there are also many students in the system whose goals are to obtain a 2-year degree or perhaps just a good understanding of the subject matter for personal or employment reasons. As a teacher in the community college system, I must meet the needs of all students, not just the students who go on to the university.

Second, I must view the student as a customer. I am hired by the student for the purpose of teaching. It is my responsibility to motivate the student and enhance the learning process. It is not the student's responsibility to motivate me.

■ Parents expect and demand that public school teachers do everything possible to help their children excel. The same should be expected of college instructors. ■

Finally, I am a role model and have a major impact on the lives and career choices of my students. Though I may not always realize it, how I interact with my students may cause them to pursue a career in the accounting field. On the other hand, I also have the power to discourage the student, not only from the pursuit of a particular career, but also the pursuit of an education.

I believe college faculty are no different than elementary or secondary teachers. Parents expect and demand that public school teachers do everything possible to help their children excel. The same should be expected of college instructors. With this in mind, I have set a personal goal for myself as an accounting teacher at the college level. My current challenge is not only to attain a high rate of retention, but also to help ensure that all students who are retained, succeed.

In the past, I have had retention rates as low as 40 percent and, even when the rate has been higher, sometimes as few as 55 percent pass the course. The first step I took to deal with this problem was to ascertain why students withdrew and why many of those who were retained failed.

For several semesters, I gathered background information on each student enrolled in my classes. I passed out questionnaires asking students to specify whether or not they were or would be working, how many credit hours they were taking, and why they chose to take accounting. When a student withdrew, I compared the reason given on the withdrawal form to the background information obtained from the questionnaires. In addition, I required students who failed an exam to give me a written explanation of why they thought they had failed. I also compared this information to the background information.

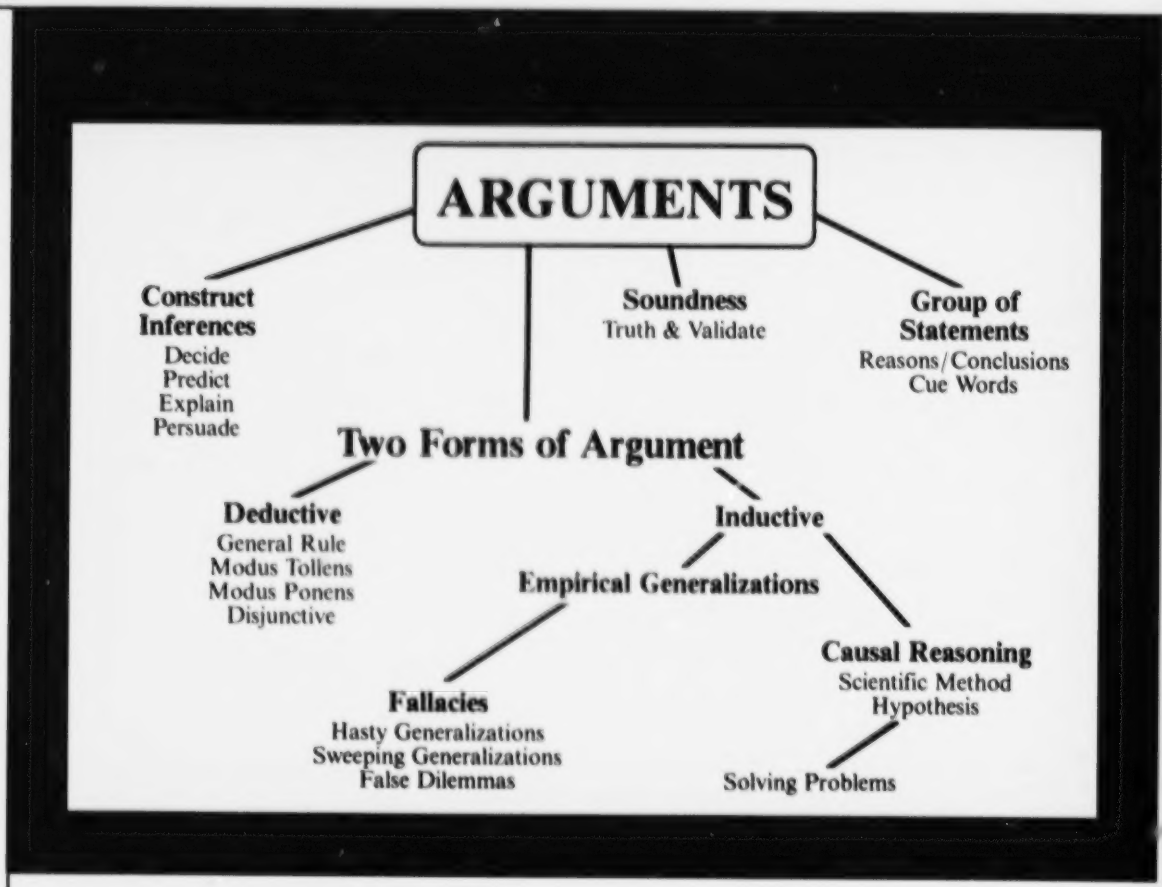
What I learned was not unexpected. The reasons for withdrawal and failure were basically the same. Students chose to spend time on their English papers, math homework, or working many hours at a job, not on their accounting studies.

Clearly, I had to do something to encourage and motivate students so they would choose to put forth the effort required to succeed in accounting. For the Fall 1988 semester, I decided to try a different format for my classes. The first day of class was spent discussing the philosophy behind the way the course would be conducted. I emphasized that it was important for them to understand that I set rules for the course because I truly cared about their success.

The rules I established were based on a reward system. (Elementary school teachers have always been able to achieve results with rewards, so why not college teachers?) I told the students to view our relationship in the same way as an employer-employee relationship. As their employer, I explained that I would expect exactly what any real-world employer would expect. I would require punctuality and attendance. Tardies could only

Continued on page 25

Aileen Ormiston, B.A., M.S., CPA
Aileen is a business instructor with experience in both public and private accounting positions. She is a member of the AICPA, and will be starting the afternoon college at Mesa Community College for the 1989-1990 year.



Organizing and Relating Concepts:

A Teaching Tool to Facilitate Student Learning

by Karen Atwood

Karen Atwood, B.A., M.A.
Karen has a B.A. from the University of Wyoming, an M.A. from University of Arizona and is presently completing doctoral work at Arizona State.

Working with concept dense material at the community college level can be a challenge for both the instructor and the student. The instructor needs to deliver the concepts through both textbook and lecture, and the student needs to understand, then learn and later give back that undestanding on tests. The instructor can use a visual device to aid the learner which will display the concepts' relationships to each other and to ones previously presented. This tool is the graphic organizer.

What is it?

The graphic organizer is a visual representation of the concepts and vocabulary specific to a given unit of information (Barron and Earle, 1969; Herber, 1978).* It is done in a pyramid-like structure with the focal point at the top being the topic (Ausebel, 1968). Branching out from it are the main ideas stated in the target vocabulary with a minimum of details.

Why use an organizer?

For the instructor, the organizer serves several purposes. Initially because of its construction, it functions as a task analysis tool, enabling the instructor to key in on the essential concepts to be taught (Malena, 1987). Once constructed, it becomes a place keeper, detailing what has been covered in lecture and what remains to be discussed. Should an instructor need to show a student what has been covered during a student's absence, the organizer demonstrates the concepts and their relationships to the material previously covered when the student was in class.

For the student, the organizer initially functions as an introduction to the material to be covered in class and textbook. This introduction allows the student to call up from long-term storage information already known about the subject (Brown, 1982). Along with the correct information, any misinformation also surfaces which can then be changed. It additionally serves as a place-keeper for the student, keeping what has been discussed in synch with what will be taught (Readence, Bean & Baldwin, 1981). After introduction, the organizer paces the student through the material and can then serve as a review tool prior to exam-taking (Malena & Atwood, 1984).

How is the organizer constructed?

1. After reading and coordinating text and lecture, determine which concepts are necessary and minimal for student learning. Include the target vocabulary.

2. Placing the topic at the center top of a blank sheet of paper, begin a tree structure of the main ideas that relate to the topic or major concept of the material. Connect with (vertical) lines the ideas to the topic. This demonstrates the relationships between and among the concepts. (See Figure.)

3. Evaluate the organizer. Does the organizer convey the concepts to be taught accurately and effectively? If not, rearrange the terms. Is the organizer too complex? Remove the bottom concepts and place them on another organizer.

If there are too many concepts on the page, the student will not be able to see the concepts and the resulting confusion will guarantee that the form will not be used. Is the organizer too wordy? Too many words can make an organizer look complex when in reality it is not. Remove all extraneous words; definitions of terms should appear in students' notes, not on the organizer.

Summary

The graphic organizer is a specialized tool, designed by the instructor to fit material to give students in the most effective and direct manner. Because it is individually created, it is more easily adapted to fit specific needs and situations. It helps instructors identify essential concepts and vocabulary, then visually displays the relationships between and among the terms and concepts. This strategy will assist students to systemically read, listen to and learn the concepts of the content area class. Because they pay off so well, they are worth the instructor's time and effort.

■ Because [the organizer] is individually created, it is more easily adapted to fit specific needs and situations. ■

*References are available upon request from the author.

A TEAM EFFORT

AN EDUCATIONAL SUPPORT PROGRAM FOR STUDENT ATHLETES

by Douglas Ferguson

Introduction

Concern about the balance between academics and athletics has been debated by educators for years. Student athletes face demands from two separate bureaucratic worlds: the college's academic structure and the national athletic organizations that determine eligibility for participation. They are expected to excel as athletes and to be at least adequate as students.

At South Mountain Community College, Phoenix, Arizona, an educational support program has been initiated to help student athletes balance the many competing demands on their time. Being an athlete at any college or university means that large percentages of student time and energy are diverted from the students' academics to college sponsored sports activities. A support program for student athletes ensures that those who need academic assistance are given the same opportunities to excel academically that they are given to excel athletically. It also fulfills the college's ethical responsibility to support those young men and women who put their academic careers on the line to participate in sports activities which in turn benefit the college as a whole.

The Community College Athlete

Student athletes are different from other students. They have different needs, pressures, concerns, and demands on their time. Athletes, like other distinct student populations (disabled students, returning women, and disadvantaged students, for example), require special attention. Perhaps more than any other population, they deserve special services because many of the obstacles and challenges that they face on the path to graduation are placed on them by the institutions that benefit from their performance.

Erikson and Funkerstein (1959, p.74) have observed that the college setting in general is "society's most elaborate device for the artificial postponement of adulthood that could be imagined." This statement is even truer for student athletes than for non-athletes. Many attend college without the adequate academic skills and view athletics primarily as a means of social mobility, and only secondarily as a chance to get a college degree.

Although the majority of community college athletes are high school graduates, they are often ill-prepared to meet the demands of college work. Athletes, from as early as grammar school, are allowed to bypass certain academic standards in favor of the development of their

Illustration by Rand Carlson

sport. By the time athletes arrive at college, they are often deficient in the most basic of skills. Not only are athletes often educationally impaired, they often develop a pattern of avoidance toward studying. This pattern of avoidance is reinforced by the busy travel schedules, class absences, lost study time, as well as the emotional and physical stress associated with being a student athlete.

The Educational Support Program

The colleges set out to develop an educational support program for athletes in 1986. To generate the information necessary to design the program, a survey was developed and distributed to six groups familiar with the problems of student athletes: community college athletic directors throughout the state, faculty senate presidents in the Maricopa district, counseling directors at twelve Arizona community colleges, athletic directors of five local feeder high schools, student athletes at the college, and twelve of the head coaches at the college.

■ Running an educational support program for student athletes does not have to be an expensive or all-consuming task. ■

Analysis of the survey results revealed that there were nine components considered essential by the respondents for an effective program. These nine components were tutorial assistance, individual/personal counseling, basic skills development such as reading, writing, and English grammar, academic advisement, academic monitoring, drug prevention, orientation classes, and the initiation of an educational support program in high school or junior high school.

Based on the survey results, an educational support program was developed and initiated to meet the needs of student athletes at South Mountain Community College. Not all the components recommended as essential were implemented in the initial educational support program for the college. For example, educational support programs in the high school are out of the college's domain. The college developed five of the components into the program and implemented them in the following ways:

1. Academic monitoring in the educational support program was initiated by the Athletic Department by having faculty members fill out a progress form. This form identified areas of concerns that student athletes were experiencing in their classes.
2. Tutorial assistance was implemented through the academic monitoring component. Athletes, identified through academic monitoring, were referred to the Learning Resources Center for individual assistance by a tutor.
3. Basic skill development (reading, writing, English grammar) were the responsibility of the Learning Resources Center. All student athletes participated in the institution's assessment testing and were placed as their scores indicated.
4. Academic and educational advisement were the responsibility of the South Mountain Community College Counseling Center, with special emphasis given by an athletic specialist to the student athletes.
5. The component identified as an orientation class was already developed in the institution's course bank. All student athletes were strongly encouraged to enroll. The athletic department also initiated an orientation class that dealt mainly with athletic-related issues.

Evaluation

The program was first implemented in the Spring of 1987. Since that time, the athletic department has kept careful records to determine the success of the academic support program. It has been consistently found that the average retention rate (hours attempted vs. hours earned) of student athletes exceeds that of the overall student body, and that the grade point average for student athletes exceeds that of the overall student body at South Mountain Community College. Table 1 shows that the performance of student athletes over the last several semesters:

TABLE 1
SOUTH MOUNTAIN COMMUNITY COLLEGE

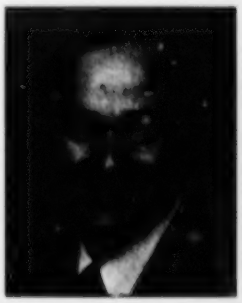
SEMESTER	ATHLETICS		GENERAL STUDENT BODY	
	Retention	GPA	Retention	GPA
Spring 1987	85%	2.80	74%	2.74
Fall 1987	80%	2.60	82%	2.52
Spring 1988	84%	2.61	83%	2.47
Fall 1988	84%	2.85	76%	2.47
Spring 1989	87%	2.55	84%	2.73

Conclusion

Running an educational support program for student athletes does not have to be an expensive or all-consuming task. After the initial survey work, the college realized that it could use existing resources such as the Learning Resource Center and the Couseling Center to assist student athletes. It was just a matter of pulling the services together and making sure that the athletes got to them and were monitored.

The achievements of the student athletes at South Mountain Community College make it clear that an educational support program does help student athletes achieve a balance between academics and athletics.

*References available upon request from the author.



Douglas Ferguson, B.A., M.S., Ed.D.
Douglas is an instructor in the physical education department as well as the Athletic Director at South Mountain Community College. He is a member of the National Board for Certified Counselors and the National Association of Academic Advising for Athletics.

POINT OF VIEW

Robert Huddleston, Ph.D.
Bob is the Dean of Instruction at GateWay Community College. He has held numerous positions in community colleges since 1975. He holds a Ph.D. in Vocational Education/Higher Education from Colorado State University, a M.A. in Business Education, and a B.S. in Business Administration. He has published numerous articles on business and industry partnerships.

Carol Scarafiotti, B.A., M.A.
Carol received her B.A. and her M.A. in English from Colorado State University. Presently, she is Dean of Instruction at Rio Salado Community College.

Point of view is a feature that will appear in each issue of *Vision*. New topics will be highlighted for reader response. This issue focuses on: ***At-Risk Students: Who are they and what are their needs?***

Over the years throughout education new terms appear and disappear. Today, the term "At-Risk" is used widely at all levels of education. However, being a community college institution the term "At-Risk" seems to generate many different connotations. Therefore, *Vision* '89 and the editorial board, realizing the different connotations of this term, asked faculty and staff from four of our colleges to respond to the following questions:

1) Who are the at-risk students on your campus?

2) What are their needs?

3) What is being done on your campus to address their needs?

Do *you* have a different definition? What are your experiences with the at-risk students? What is your point of view?

We would like to hear from you on this issue. In our next issue we will run another section with your comments. Send your responses to the Editor:

Richard Malena
c/o Pamela Williams
MCCD, Vision '89
3910 E. Washington
Phoenix, AZ 85034

GATEWAY

Bob Huddleston

What is an at-risk student? An at risk student is one who has a chance or runs a hazard of encountering academic difficulties. GateWay Community College's at-risk students are the majority of our student body. At-risk students are those who have one or a combination of the following characteristics: Limited English Proficiency, Academically Underprepared, Welfare Recipient, Working Single Parent, Financially Distraught, Physically Handicapped, Poorly Assessed Student, Mentally or Emotionally Disturbed, Little or No External Support Groups, Family Responsibilities Coupled with Full-time Employment and Part-time School.

What are the unique needs of these students? At-risk students need to rely on the faculty and staff at the college to ensure their successful continuation at GateWay. Our faculty and staff are caring and concerned, they want *all* students to succeed. GateWay has a number of successful projects and programs in place to aid and assist the at-risk student. Flexible hours and scheduling ensure the students will be able to receive the assistance they need.

How is GateWay specifically addressing the issue of the at-risk student? GateWay Community College has many programs to support and assist the at-risk students. These programs include assessment, advising, financial aid, educational counseling, personal counseling, and referrals to outside agencies as needed. Typical academic support services include: the VESL (Vocational English as a Second Language), Learning Center, Library, Career Resource Center, Job Placement Services, Co-operative Education, and Mentoring Programs. The faculty has a retention committee, and the "Early Alert System" to target absenteeism early in the semester. We also have a Veteran's Office and a G.E.D. preparation program. Other special programs for the at-risk students include: Parenting Development Institute, Parents on Welfare Experiencing Renewal Program, and a Child Care Center. GateWay is the college that cares for *all* students.

RIO SALADO

Carol Scarafiotti

Definition:

Rio Salado' at-risk student can be characterized as an adult who is predictably less likely to succeed at attaining his or her college goals because of various barriers, both internal and external. Furthermore, without special assistance or intervention from the college, this student is very likely to drop out of the program that would greatly benefit him/her in the long run.

Typical barriers impeding the at-risk student include poverty or near poverty level existence, family responsibilities (often a single parent), employment in a minimum wage position or unemployed, minimal self confidence and low esteem, and less than adequate academic skills.

The Needs of the At-Risk Student:

Rio Salado Community College recognizes that at-risk students need special attention and assistance in order to keep them in any college program. They need information about and help in accessing financial and social services. They need counseling to assist them in conquering their own self limiting behaviors and to help them set and achieve goals. They need to be part of a supportive peer network that provides encouragement. Instructors must be aware of these students' circumstances and be ready to intervene to help a student stay in the program.

College Responsibility:

Various components of the college must work as a team focused on assisting the at-risk student. First,

the college must be able to identify these students early on in order to provide services to assist them. Helping an at-risk student succeed is a college-wide responsibility. Faculty and others in the service areas must receive training on methods of identification and intervention.

The college also needs to provide at-risk students access to programs that will help them overcome their personal insecurities and their academic deficiencies. For example, at Rio the "Activated Learning" program (courses designed to instill self confidence in learning) has successfully been coupled with basic skills classes for an at-risk group of students at Arizona Works (an agency that provides training to unemployed students).

GLENDALE

José Mendoza

At-risk students are usually students underrepresented in higher education and the professions. They are also first-generation college attenders who need financial aid to offset college costs. The higher-risk student requires more information, including a more thorough orientation, counseling on educational programs, and a pro-active, personalized effort to generate awareness, interest, and motivation for college. Without a pro-active recruitment effort, the students do not perceive college as an alternative for personal and educational development.

Because the higher-risk students are more prone to balk at the "red-tape," how services, instruction, and information are provided to them is crucial. Often these students require intensive career counseling and educational planning assistance to help them take advantage of their strengths and select careers that complement their interests. Other critical instructional support services, including tutoring, are frequently essential for those at-risk.

We can help these students through early identification and a pro-active approach which includes personalized contact and services. We must provide as much positive reinforcement, information, and direct assistance as possible and ensure systematic and periodic contact. We need to monitor them, individually or as a group, in order to assess, evaluate, and analyze their progress. We must be prepared to adjust and set priorities that meet their needs.

PARADISE VALLEY

Rick Sheets

Learning Assistance Centers exist to provide instructional support for all students. However, one of the challenges of LACs is to reach those students who most need instructional support; typically, students who make use of LACs are not those at greatest risk of dropping out of school before they complete their coursework. In my experience, at-risk students have one or more of the following characteristics.

1. Registering late for classes. These students have a limited selection of classes to choose from and often do not have an educational plan developed. In addition, they miss initial class sessions in which expectations for the course and course outlines are delineated.

2. Working more than 20 hours per week as well as taking several courses (especially those courses with heavy homework loads). Even very determined students often find that they have reached "burnout" before the end of the semester.

3. Having financial, relationship (marital), or even transportation problems. Students with these problems are often unable to focus on their educational responsibilities.

4. Single parenting (especially when this role is new). Students who are trying on their own to manage school, work, and family responsibilities often reach "burnout" before the end of the semester.

5. Being academically underprepared. Students who have done poorly in elementary and/or high school or who have grown up in a subculture where education is not valued may not understand what is required to be a successful student.

6. Not attending class regularly. Research consistently indicates that regular class attendance is positively correlated with academic success.

7. Returning to education after several years of being out of school. These students often feel lost and out of place, embarrassed, and concerned about looking "stupid."

8. Enrolling in classes with high attrition rates. These classes include English 102 and most math, science and accounting courses.

Students who come to our college with goals and determination but who give up and drop out may hurt us in terms of lower enrollments and bad publicity, but the effects on these students as individuals as well as members of society can be much more devastating. In order to serve these at-risk students, we must find more effective ways to reach them and to act as a resource for them in overcoming the difficulties that impede their success as students.

José Mendoza
José received his A.A. from Glendale, his B.A. and M.A. from Arizona State. He has presented and published at the state and national level. Presently, he is Program Coordinator, Minority Services, Glendale Community College.

Rick Sheets
Rick is the director of the Learning Assistance Center (LAC) at Paradise Valley Community College. Prior to joining the PVCC family in fall '87, he worked at Gate-Way Community College in the LAC for five years. Rick has a B.A. and M.A. degree in Education from Arizona State, and is currently enrolled in their Ed.D. program. MCCD projects in which he has been involved include 4MAT training, instructional improvement training, Computer-Managed Learning, computer-assisted instruction, and telementoring.

JUST BE YOURSELF

Continued from page 13

archetypal intelligible realm of the "collective unconscious" (Baynes, 1971, p.454). Intuitions come from "out of the blue" and can not be proved empirically. People who say, "Show me the facts," are sensing types, not intuitive. Intuitive types deal in possibilities — the direction something is taking or what is to come. Intuition is so abstract and intangible that if you ask an intuitive, "How do you know?" the answer is apt to be, "I don't know how I know, I just know."

Intuitive type students like theories, but not technical details. Perceiving the "big picture" is their gift, which more often than not leads to overlooking details. For example, intuitives can tell you "why" an automobile accident occurred, but cannot remember the color of the cars. Sensing types are needed for that. Multiple choice, true-false, and fill-in-the-blank type tests leave intuitive types cold. If you want intuitives to warm up, deal in metaphor and speculation. Intuitive students and instructors work in bursts of energy powered by enthusiasm. To drive intuitive types mad, tie them down to a "dull" routine. New challenges are as important as breathing.

Research conducted at the Institute for Personality Assessment and Research (IPAR) by MacKinnon and Gough (1981, 1976) discovered that intuitives are the most creative of all the personality types. Introverted intuitive types are the most creative of all the personality types. Introverted intuitive types tend toward subjects that deal with abstract theories such as philosophy, the arts and architecture, mathematics, and science. Extroverted intuitives activate their talents in the world. They "just know" what tomorrow's fashions will be, what turn the stock market will take, or what the audience is looking for in the performing arts.

Sensing, the opposite of intuition, corresponds directly to the five senses — sound, sight, touch, smell, and taste, according to Jung (Baynes, 1971). If I pass by a rose bush in bloom, the smell comes through my senses without judgement. The moment I say, "I like the smell," or "The flower is an English Tea Rose," I have made a feeling or a thinking judgement. Sensing is direct contact with the phenomenal world. The mind of a sensing type resembles a photograph, that is it perceives clearly even the smallest details.

Sensing types are happiest when working with specific practical skills (Myers and McCaulley, 1985). If you want students to memorize facts, this is the type for you. Abstract metaphors make no sense — "The proof is in the pudding." Speculation about the future is under suspicion — "Seeing is believing." Sensing type students do well on objective tests, especially if the questions are factual and to the point. Instructors and students enjoy perfecting their skills through routine practice. Memorization and hands-on practice are the keys to success. Sensing people are the most practical and have the most common sense of all the personality types. Introverted sensing personalities can remember and use any number of facts, while extroverted sensing types put these facts into practical "hands-on" action in the world.

TYPE QUIRKS

Jung discovered that certain types are more prone to particular problems than others. Sensing types tend to live by Murphy's Law: buttered bread always lands butter-side-down on new carpet. Thinking types have problems expressing their feelings in personal relationships. Feeling types find it difficult to deal with impersonal ideas that go outside of their value system. Intuitive types may sow creative ideas but not stay around long enough to reap the results of their endeavors.

CONCLUSION

Perhaps the best basis we have for understanding another person's viewpoint is in the recognition of different personality types. The knowledge I have personally gained from studying typology has increased my understanding of why my students and other people respond to ethical problems, philosophical ideas, religious matters, and to each other the way they do. Equally important has been the realization that introverts work reflectively with ideas or facts and extroverts put their plans into action. It has helped me become a better instructor by recognizing that students perceive the world and the information I give them in class through the lenses of their personality type. I have learned to grade essays according to their type instead of insisting that students express themselves as I would express myself. Of course, an understanding of typology is never completely comprehensive, for each of us is identified (like it or not) with our own type.

*References available upon request from the author.

Retention: What Can I Do?

Continued from page 17

be erased with a written explanation of why the person was late and what would be done to prevent future occurrences. I also told the students that the withdrawal policy would be enforced; that is, four absences and the student (employee) would be withdrawn (fired) from the class. Exceptions would be made only in extenuating circumstances.

In addition, I collected homework each week and gave a grade, not for correctness but for completeness. I gave full credit for attempting each homework problem, and their homework grade counted for at least 10 percent of their final course grade. Further, if at least 90 percent of the homework was completed, I rewarded them again by allowing them to retake one examination at the end of the semester. The idea behind this method is that if students attempt the homework,

■ As their employer, I explained that I would expect exactly what any real-world employer would expect. ■

they will be prepared to ask questions in class, be able to follow lectures better, and, as a result, they will improve their examination grades.

Although only one semester of data is in, the results are quite encouraging. By rewarding students for their efforts, many who would have withdrawn or failed, in fact, succeeded. They were not afraid to turn in "wrong" homework and this helped give them the confidence they needed. My retention rate for the Fall, 1988 semester jumped to 69 percent. Even more exciting was that of those additional students retained, most succeeded. The pass rate was over 85 percent.

By clarifying my role as a community college teacher, by viewing the students as customers, and by recognizing my impact as a role model in the classroom, I improved the rate of retention and student success. In addition, teaching became a much more rewarding experience for me. Students came to class prepared and eager to participate. As many said afterward, the structure and philosophy of the course made it clear that I wanted to help them succeed and that the learning experience was not only worthwhile but also quite enjoyable.

Vision '90

Wanted: Discipline Reviewers

The Journal Board needs faculty of various disciplines to review manuscripts anonymously for the Spring Vision '90 Edition.

If you are interested, please send a letter of interest or an A-1 message to:

Richard F. Malena, Editor
c/o Pamela Williams
MCCD District Office
3810 E. Washington St.
Phoenix, AZ 85034

Opening! Opening! ATTENTION! ATTENTION!

The Journal Board presently has three vacancies: PC, MCC and SMCC.

***Vision* '90** needs interested faculty and staff to sit on the Journal Board for a two (2) year term.

If interested contact by A-1 or letter:

Richard F. Malena, Editor
c/o Pamela Williams
MCCD District Office
3810 E. Washington St.
Phoenix, AZ 85034

Notes from the Editor

Richard F. Malena
Richard is presently chair of the Reading Department at Phoenix College. He received his B.A. from Gannon University, M.Ed. from Edinboro University of Pennsylvania and his Ed.D. from Arizona State University.

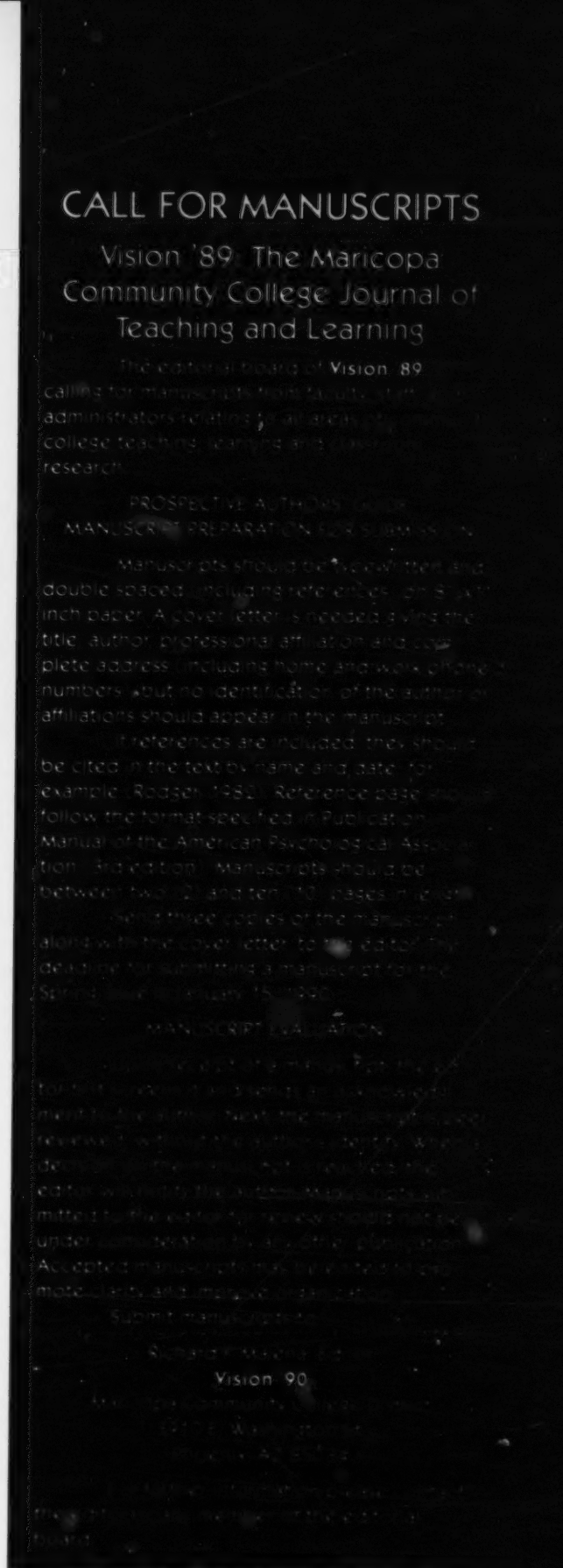
Welcome to the inaugural issue of *Vision 89: The Maricopa Community Colleges Journal of Teaching and Learning!* We, Richard F. Malena, editor; Billie Hughes, consultant; Liz Warren; Kathleen Murphy-Irwin; Ann Mahoney; Patrick Haas; Chris Ferguson; Karen Conzelman; Laura Helminski; John Burley; and Wilton Cooper as review board members are pleased to serve as working staff for this new publication. We bring to this journal a varied knowledge base in community college education and a broad expanse of experience in the teaching field at all levels. This expertise will be reflected in the quality of practical learning, teaching and research oriented articles that appear in *Vision* now and in the future. We pledge to make this journal a quality publication, in accordance with the goals held by those who envisioned this project.

This journal issue is dedicated to the theme of quality teaching and learning that is so readily visible in our district. Articles deal with unique programs, practical writing ideas and student contact. Other features include columns by our chancellor, vice-chancellor, board president and a point of view column.

Without the efforts of the authors, this publication would not have been possible. Thank you, contributors! Your excellence in presentation of manuscripts made our job of review and selection very difficult. Please continue to submit articles to us. The "Call for Manuscripts" appears in every issue; if you need assistance before submitting, contact any of the board members listed on page 27.

Another huge "thank you" is extended to Billie Hughes and her outstanding staff: Lauretta Peters and Pamela Williams who have provided time and expertise to make this journal a reality.

We would especially encourage all of you to submit articles pertaining to "Critical Thinking." Deadline for full submission is January 15, 1990. Articles dealing with teaching methods, classroom practices and research will also be accepted.



Kathleen Murphy-Irwin — Board Member
Faculty — GateWay Community College
Program Director, Diagnostic Medical Ultrasound
B.Ed. University of Hawaii

Kathleen Murphy-Irwin is very active in the field of Diagnostic Medical Ultrasound and has published numerous articles and written a chapter in a book. In addition, she has presented many lectures for which she has received recognition in her field.

Richard F. Malena — Editor
Faculty — Phoenix College
Chairman Reading Department
B.A. Gannon University; M.A. Edinboro University, Ed.D. Arizona State University

Rich Malena has taught reading from the elementary school level up through the college level. He has published and presented locally and nationally in reading, writing, study skills, developmental education, and critical thinking/reading. He also has several years' experience as editor of a reading journal.

Laura Helminski — Board Member
Faculty — Rio Salado Community College
Learning Resource Specialist and Director of the Activated Learning Program
B.A. and M.A. State University of New York

Laura Helminski was the Vice-President of the Society for Accelerated Learning and Teaching (1988-89). She has presented at the local, state, regional, and national levels. She has received the NISOD teaching award, and was a Chelt Conference participant, Summer 1989.

Karen A. Conzelman — Board Member
Faculty — Glendale Community College
Biology Instructor
B.S. University of California, Davis; Ph.D. Yale University

Karen Conzelman has taught from the elementary level to the university level. She has published several papers in scientific journals.

Christine Ferguson — Board Member
Faculty — Paradise Valley Community College Center
English and Mass Communication instructor
B.A. University of Arizona, M.M.C. Arizona State University

Chris Ferguson has a special interest in freedom of information issues. She has written and edited publications for both public and private organizations, including the First Amendment Coalition of Arizona.

Ann Mahoney — Board Member
Faculty — Mesa Community College
Philosophy Instructor
Ph.D. Arizona State University

Ann Mahoney has presented in critical thinking and teaching on the national level. She is currently serving as the Faculty Senate President at Mesa Community College and she was a Chelt Conference participant Summer, 1989.

Liz Warren — Board Member
Administrator — South Mountain Community College
Director of the ACE Programs
B.A., M.A., Anthropology, Arizona State University

Liz Warren has focused her work on transfer, high school outreach, and access to education for minority and other under-represented students.

Wilton Cooper — Board Member
Faculty — Chandler Gilbert Community College Center
Mathematics Instructor and Chairperson of the Math and Science Division
B.S. Morgan College, M.A. Columbia University, Ph.D. Arizona State University.

Patrick M. Haas — Board Member
Faculty — Phoenix College
English and Reading Instructor
B.S. and M.A. Eastern Michigan University

Pat Haas is the President of the Arizona Association of Developmental Education and Chair of the Developmental Education Advisory Council. He has presented on the local and state levels in study skills and learning center issues.

Billie Hughes — Journal Consultant
Administration — Maricopa Community College District
Instructional designer, Center for Learning and Instruction
B.A. and M.L.S. University of Arizona, Ph.D. Arizona State University.

Billie Hughes's primary interests are the areas of cognition and motivation. She has published articles on CAI development and in the area of continuing motivation.

In Our Next Issue!

The Spring issue of Vision 90 ...

Guidelines For Article Submissions

1. Feature Articles ... words
2. How To Articles ... words
3. Programs ... words
4. Classroom Activities ... words
5. Teaching Tips ... words

Vision '89
The Journal of the
Maricopa Community Colleges
3910 E. Washington St.
Phoenix, AZ 85034

NON-PROFIT
BULK RATE
U.S. POSTAGE PAID
PERMIT NO. 442
PHOENIX, AZ

ERIC Clearinghouse for
Junior Colleges SEP 14 1990